

# About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2012 Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

## School Results

**School:** Howard C Reiche Community Sch

**District:** Portland Public Schools

**Code:** 1134-1358



# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 5 Students in 2011-2012

### Grade Level Summary Report

School: Howard C Reiche Community Sch  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1358

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

### NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	N	%	N		%	N	%	N	%	
READING				42	5	12	19	45	10	24	8	19	642	458	17	53	21	9	647	13,416	12	59	21	8	646	
MATH				44	8	18	11	25	7	16	18	41	637	463	18	40	19	23	641	13,427	20	44	18	19	643	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 5 Students in 2011-2012

### Reading Results

**School:** Howard C Reiche Community Sch  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1358

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

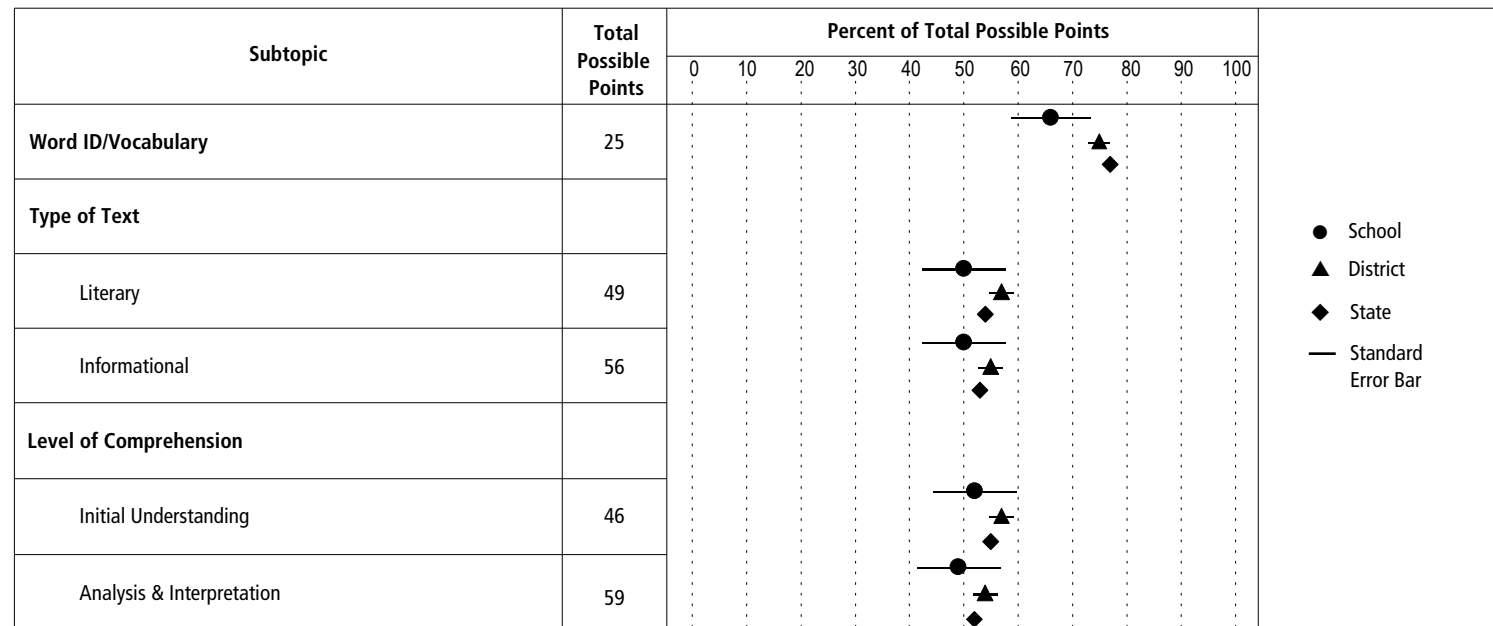
(Scaled Score 629–639)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11				40	8	20	17	43	9	23	6	15	645
2011-12				46	7	15	22	48	8	17	9	20	644
<b>2012-13</b>				42	5	12	19	45	10	24	8	19	642
Cumulative Total				128	20	16	58	45	27	21	23	18	644
<b>District</b>													
2010-11				443	87	20	228	51	83	19	45	10	647
2011-12				470	104	22	213	45	87	19	66	14	646
<b>2012-13</b>				458	79	17	241	53	96	21	42	9	647
Cumulative Total				1,371	270	20	682	50	266	19	153	11	647
<b>State</b>													
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
<b>2012-13</b>				13,416	1,611	12	7,920	59	2,822	21	1,063	8	646
Cumulative Total				40,569	5,831	14	23,226	57	8,352	21	3,160	8	646





# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 5 Students in 2011-2012

### Disaggregated Reading Results

School: Howard C Reiche Community Sch  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1358

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				42	5	12	19	45	10	24	8	19	642	458	17	53	21	9	647	13,416	12	59	21	8	646
Gender																									
Male				23	4	17	10	43	6	26	3	13	644	239	11	53	23	13	644	6,929	7	58	25	10	644
Female				19	1	5	9	47	4	21	5	26	639	219	24	52	19	5	650	6,487	17	60	17	6	648
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										20	5	50	35	10	642	240	8	57	26	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						116	2	53	33	13	640
Asian				1										40	10	53	25	13	643	239	16	55	20	8	647
Black or African American				17	0	0	6	35	5	29	6	35	634	94	2	39	37	21	637	378	3	38	33	26	637
Native Hawaiian or Pacific Islander				0										0						13	23	46	23	8	648
White				19	5	26	10	53	2	11	2	11	648	290	24	57	14	5	651	12,234	12	60	20	7	646
Two or more races				1										14	21	57	21	0	653	196	12	52	25	11	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				21	0	0	6	29	8	38	7	33	633	114	0	36	39	25	635	399	2	32	37	29	634
Former LEP student - monitoring year 1				1										10	20	70	10	0	652	38	11	71	16	3	649
Former LEP student - monitoring year 2				0										4						23	22	70	9	0	653
All Other Students				20	4	20	13	65	2	10	1	5	650	330	23	58	15	4	651	12,956	12	60	21	7	646
IEP																									
Students with an IEP				7										60	2	37	38	23	636	2,173	1	25	42	32	633
All Other Students				35	5	14	17	49	7	20	6	17	644	398	20	55	18	7	649	11,243	14	66	17	3	648
SES																									
Economically Disadvantaged Students				35	1	3	16	46	10	29	8	23	638	238	5	47	32	16	640	6,556	6	53	28	12	642
All Other Students				7										220	30	59	10	1	655	6,860	18	65	14	4	649
Migrant																									
Migrant Students				0										0						5					
All Other Students				42	5	12	19	45	10	24	8	19	642	458	17	53	21	9	647	13,411	12	59	21	8	646
Title I																									
Students Receiving Title I Services				42	5	12	19	45	10	24	8	19	642	202	10	46	28	16	642	3,311	6	51	31	12	642
All Other Students				0										256	23	58	16	4	651	10,105	14	62	18	7	647
504 Plan																									
Students with a 504 Plan				0										9						377	5	60	28	8	643
All Other Students				42	5	12	19	45	10	24	8	19	642	449	17	53	21	9	647	13,039	12	59	21	8	646

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 5 Students in 2011-2012

# Mathematics Results

**School:** Howard C Reiche Community Sch  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1358

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

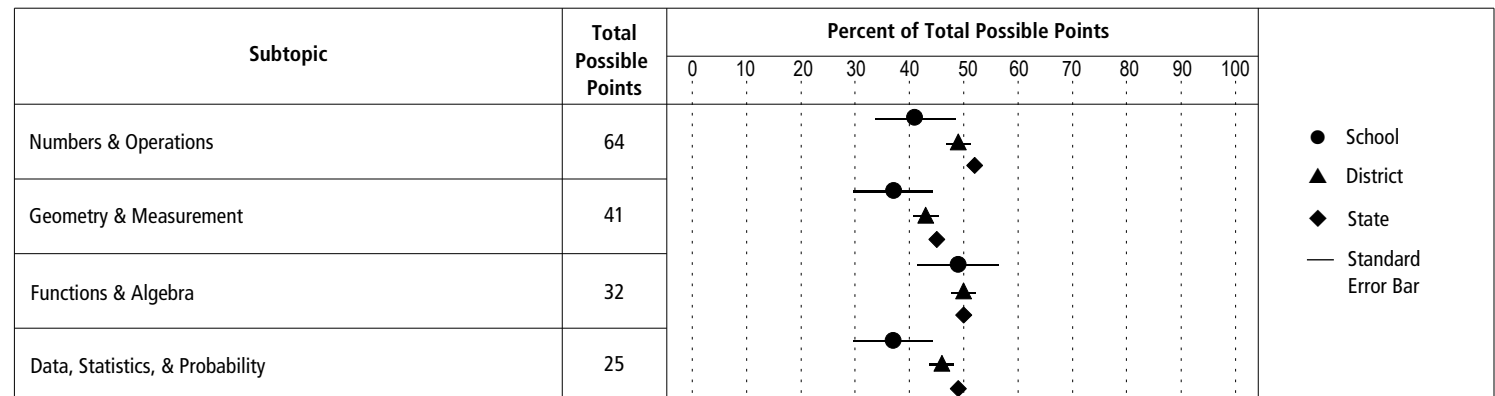
(Scaled Score 633–639)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11				41	4	10	18	44	6	15	13	32	639
2011-12				46	4	9	15	33	12	26	15	33	638
<b>2012-13</b>				<b>44</b>	<b>8</b>	<b>18</b>	<b>11</b>	<b>25</b>	<b>7</b>	<b>16</b>	<b>18</b>	<b>41</b>	<b>637</b>
Cumulative Total				131	16	12	44	34	25	19	46	35	638
<b>District</b>													
2010-11				453	95	21	176	39	75	17	107	24	642
2011-12				474	74	16	175	37	79	17	146	31	640
<b>2012-13</b>				<b>463</b>	<b>83</b>	<b>18</b>	<b>185</b>	<b>40</b>	<b>87</b>	<b>19</b>	<b>108</b>	<b>23</b>	<b>641</b>
Cumulative Total				1,390	252	18	536	39	241	17	361	26	641
<b>State</b>													
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
<b>2012-13</b>				<b>13,427</b>	<b>2,656</b>	<b>20</b>	<b>5,923</b>	<b>44</b>	<b>2,362</b>	<b>18</b>	<b>2,486</b>	<b>19</b>	<b>643</b>
Cumulative Total				40,632	8,460	21	17,511	43	7,317	18	7,344	18	643





# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 5 Students in 2011-2012

# Disaggregated Mathematics Results

School: Howard C Reiche Community Sch  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1358

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				44	8	18	11	25	7	16	18	41	637	463	18	40	19	23	641	13,427	20	44	18	19	643
Gender																									
Male				23	6	26	3	13	2	9	12	52	637	242	19	38	17	27	640	6,937	20	43	18	19	643
Female				21	2	10	8	38	5	24	6	29	637	221	17	42	21	19	642	6,490	19	45	18	18	643
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										20	5	30	10	55	634	242	11	42	19	28	639
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						116	11	41	19	29	639
Asian				1										40	13	40	23	25	639	242	28	40	15	17	645
Black or African American				19	0	0	6	32	5	26	8	42	630	98	3	20	30	47	631	386	4	25	24	47	632
Native Hawaiian or Pacific Islander				0										0						13	46	31	0	23	646
White				19	8	42	3	16	2	11	6	32	645	291	25	47	15	13	645	12,232	20	45	17	17	643
Two or more races				1										14	7	50	29	14	643	196	17	42	17	24	641
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				23	0	0	8	35	4	17	11	48	631	119	2	22	25	51	630	415	5	23	22	50	631
Former LEP student - monitoring year 1				1										10	30	50	10	10	649	38	24	58	13	5	647
Former LEP student - monitoring year 2				0										4						23	48	43	0	9	651
All Other Students				20	7	35	3	15	3	15	7	35	642	330	23	46	17	14	645	12,951	20	45	17	18	643
IEP																									
Students with an IEP				7										60	3	17	30	50	630	2,171	3	18	22	58	630
All Other Students				37	8	22	11	30	6	16	12	32	639	403	20	43	17	19	643	11,256	23	49	17	11	645
SES																									
Economically Disadvantaged Students				37	2	5	10	27	7	19	18	49	632	243	7	31	24	38	634	6,568	11	40	22	28	639
All Other Students				7										220	30	50	13	7	648	6,859	29	48	14	10	647
Migrant																									
Migrant Students				0										0						5					
All Other Students				44	8	18	11	25	7	16	18	41	637	463	18	40	19	23	641	13,422	20	44	18	19	643
Title I																									
Students Receiving Title I Services				44	8	18	11	25	7	16	18	41	637	206	11	31	23	35	636	3,319	9	38	25	29	638
All Other Students				0										257	24	47	15	14	645	10,108	23	46	15	15	644
504 Plan																									
Students with a 504 Plan				0										9						377	13	45	25	17	641
All Other Students				44	8	18	11	25	7	16	18	41	637	454	17	40	19	23	641	13,050	20	44	17	19	643

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.